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Assignment A1 Community Analysis

**Community Analysis for
Frank R. Walkup Library and Research Center, John Muir High School
Pasadena Unified School District, Pasadena, California**

➤ **1. Who is the potential audience of the library collection?**

Community Description

The community surrounding the Frank R. Walkup Library and Research Center at John Muir High School has experienced considerable cultural change in the last few decades. In the 1970s, mandatory desegregation of the Pasadena and La Canada/Flintridge School Districts caused enormous changes in the cultural community surrounding Muir. The neighborhoods that are part of the communities of Altadena and the North Central Pasadena are vastly different than the neighborhoods that were being served by the school forty years ago. What were originally middle class mixed neighborhoods have transitioned to lower middle class neighborhoods where the majority population has changed from White to African American, and is currently transitioning again, to Hispanic. Currently, the majority of the population, almost 41% of the 33,086 persons who make their home here, is comprised of families of foreign-born immigrants.

A significant number of those immigrant families are headed by an unmarried parent with a moderate income. Families with children make up 40.6% of the population. Teens are 16.2% of the total population creating a continuing need for high schools and middle schools in the area. Table 1 demonstrates the socioeconomic differences in the North Central communities and in Pasadena as a whole. The median home value in north central Pasadena and Altadena was \$354,100 in July 2011. Compared to surrounding neighborhoods of North Arroyo and that of the other public high school in the Pasadena Unified School District, Pasadena High School in East Central, the housing values are considerably reduced. North Arroyo's median home value is \$647,900 while East Central's \$547,300. All of these communities are supported by strong established business and industry such as the [NASA Jet Propulsion Laboratory](#) and [Parsons Corporation](#).

	North Central Pasadena	Pasadena	National
Median Household Income:	\$33,313	\$46,012	\$44,512
Single Males:	20.2%	19.2%	14.6%
Single Females:	17.4%	16.0%	12.5%
Median Age:	31	36	36
Homes With Kids:	40.6%	27.2%	31.4%
Average Household Size:	3.544	2.51	2.589
Average Commute Time (Minutes):	27.901	27.121	26.376

Table 1: North Central People Data

Pasadena Unified School District

As the cultural climate has changed so has the political climate. Pasadena Unified School District (PUSD) has been seriously affected by these changes. As one researcher, Harold Kurtz, concluded in his study The Educational and Demographic Consequences of Four Years of School Desegregation in the Pasadena Unified School District in

1975, “desegregation in the two districts studied caused significant decrements in levels of district median achievement, and substantial losses of white enrollment... in the Pasadena district impairment of scholastic performance was singularly in evidence for white students; and the scholastic achievement of the principal minority pupil populations of the Pasadena district was not enhanced by desegregation.” This is most evident in the number and types of schools available in the PUSD area. There are eleven high schools, three middle schools, forty seven elementary schools and twelve other schools. Of those, PUSD has four high schools, eighteen elementary schools and three middle schools. The difference in numbers is the result of the far-reaching cultural and demographic changes and the 1970s mandatory desegregation policies. Parents of upper middle class families choose to send their students to private schools. The demand for new private schools increased the number of private

NUMBER OF PUSD SCHOOLS 2010-11	
Elementary	18
K-8	2
Middle	3
High	4
Continuation	1
Independent Study	1
Total	29
Charters	3

ENROLLMENT* 2008-09	
K-5	9,378
6-8	4,400
9-12	5,876
Total K-12	19,654
Independent Charters	872
<i>*As of October 2009</i>	

schools available and, even today; a private school is often the first choice for many families. It should be noted that many of the private schools are identified as restricted by religious affiliation, gender or academic focus.

PUSD is recovering academically from the results of these social and political changes. The API score has consistency gone up over the last five years with a significant jump of thirty eight points in just the last two years. After decreasing enrollment and the resulting drop in funding, the political implications are still evident. There has been strong local support for establishing a new Altadena School District separate from the Pasadena Unified

School District. The advocates embrace their primary goal of getting every Altadena general education child to grade level proficiency by 2020.

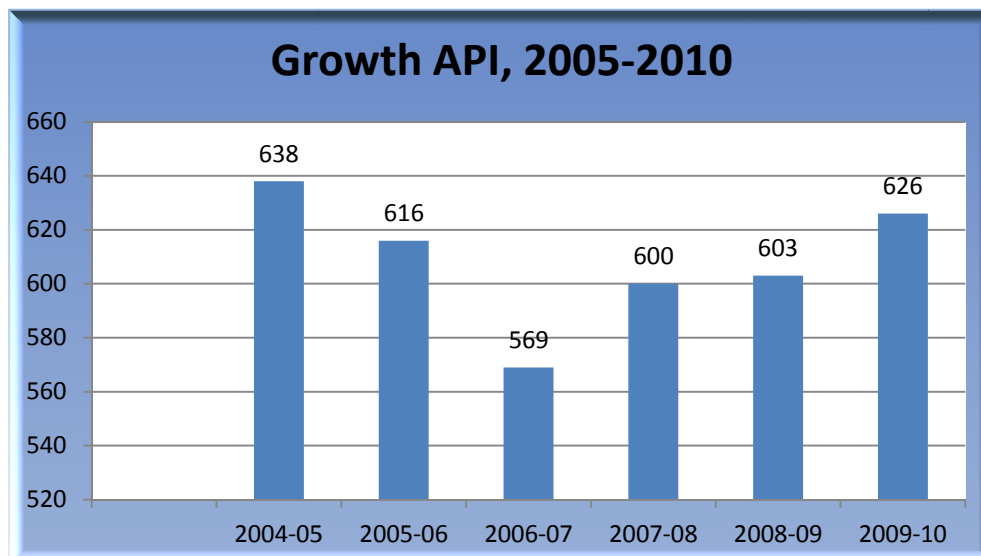
John Muir High School

No school in the PUSD exemplifies the results of the social changes than does John Muir High School. Visually, the school has gone from a partially boarded up campus where the front windows and auditorium doors were physically and semi-permanently closed to the public to a rededicated and refurbished environment. According to the school’s recent WASC accreditation report, John Muir has been both the school that served as “the focus of the hopes and aspirations of the Pasadena community, including those students with great talents and daunting challenges”

and the school that exemplifies what it means to be “on the front lines of demographic and societal change in our region.”



The majority of Muir’s students were white until the mid-1970s when African American students became the largest ethnic group. White students continued to be a numerically significant population, making up 25% of the student body until as recently as 1991. Within the next ten years, white students accounted for only 8% of the student body and Hispanic student enrollment had increased to 40%. Enrollment is still changing rapidly. Hispanics now account for roughly 65% of students and African Americans only 30%. English Learners and Students with Disabilities account for 20% and 15% of our students. The administration of JMHS attributes these vast changes to “district attendance zones, open enrollment policies, and other factors—including mismanagement at the site and neglect by district administration.” It was found that only 38% of PUSD students residing in the school’s attendance area actually attended there. This fact doesn’t take into account those families who chose private schools. It is also estimated that up to 50% of the students attending other PUSD high schools live in the JMHS attendance area. These issues and the resulting demographics were the root cause of more essential but drastic changes in the educational structure and goals for John Muir High School.



The school was identified in 2004 for California state corrective action due to low academic performance scores. Since 2007, the community, the school and district staff, and the students have been actively involved in redesigning and restructuring John Muir High School. Their goals are to “effectively meet the needs of its changing student population, reverse recent

trends of academic decline, and win the trust of the many parents in its neighborhood who elect each year to send their students to other district or private schools. The results of that effort were implemented for the 2008-09 school year. The plan was titled the Reinvention of John Muir High School. It has created several wall-to-wall professional learning communities among staff and students. There are three project-based career-themed pathway academies: Arts, Media & Entertainment; Business & Entrepreneurship; and Engineering & Environmental Science.

Currently, there are 1063 enrolled students including those in special programs such as Special Education and English Language Learner support programs. Spanish is the primary language for over half the student population. They arrive from two feeder schools: Washington Middle School and Charles W. Eliot Middle School. The attendance area is shared with Marshall Fundamental Secondary School. The teaching staff consists of 51 teachers. There is includes one principal, two assistant principals, two full-time counselors, one part-time counselor, a part-time psychologist and over 40 classified support staff on the administrative staff. There is one librarian to support both the library program and the instructional materials program (textbooks). All of the shareholders in the Reinvention of John Muir High School have shared in creating and implementing a block schedule and the school-wide mission statement (commonly referred to as the ESLRs) to enable teachers to collaborate several times during the week during the school day. Attendance at departmental staff meetings for both core subjects and Academies is required. Whole staff professional development meetings occur biweekly.

Frank R. Walk Library and Reference Center

The potential audience of Frank R. Walkup Library and Research Center at John Muir High school includes students and their parents, teachers and JMHS staff, other school district libraries, members of the PUSD staff, community members and leaders, including the Muir alumni. The Library is open officially every day from 7:30am to 3:30pm but often remains open for tutoring in the afternoons and community meetings in the evening. The schedule is flexible to allow students to come on their own time, during classes with permission from their teachers, or during class visits. There are two computers available to access the Destiny online catalog. The adjacent Computer Research Lab has fifteen computers available for word processing, instruction and Internet research. There are two computers designated for use with Accelerated Reader. The Library is staffed by one full-time librarian and utilizes student assistants for daily shelving and other tasks. Its location in the center of the campus facilitates its use as a meeting and instructional center. After school tutoring is available four days per week and is staffed by two or more teachers. The campus textbook collection is maintained in a separate room adjacent to the Library. The librarian is also responsible for distribution and collection of textbooks throughout the academic year.

➤ **2. Who uses the library collection?**

The regular users of the library's collection are students and teachers. Students are required to read two to three books for assignments in their English classes each quarter and one

or more research reports in Science, Mathematics or History during the semester. This is the second year of our Accelerated Reader implementation and every Freshman and Sophomore student is required to participate through their English classes. Special Education students and English Language Learners are also part of the program. Each Academy department assigns one project per year that requires library research. There is a small group of students, only 10% of the student population who frequent the library for personal recreational reading materials. Another small percentage, about 5%, uses it as a social gathering place during before school and during lunch. Teachers use the library and the services provided by the librarian to supplement their lesson plans with books, videos and other material. They also occasionally use the available space to do group work or large discussion exercises. Other occasional users of the collection include the staff meetings or club and community gatherings. Other district personnel including school libraries and the District Education Center Staff use interlibrary loan of instructional materials such as teacher resources and textbooks on an ongoing frequent basis.

➤ **Who are the non-users of the library collection?**

The library's collection and resources are seriously underused. Non-users of the library include a large number of students who either don't read or find their recreational material somewhere else. Many of the students at JMHS enter their freshman year with reading scores that are far below basic and, as the academic reading becomes increasingly more difficult, there is a significant decline in their desire to read. An argument could also be made that peer pressure and the social nature of this stage of adolescence encourages recreational readers to become non-readers. There is also an obvious group of non users who are very successful academically but don't use the library's resources. Those students rely on the Internet and their Academy teachers to support them.

Other non-users include the majority of the teaching staff. Several teachers who encourage their students to use the library do not actively use its resources themselves. Few of the departments besides the English Department use the library although reading and writing are important parts of the California State Standards and the Reinvention's strong focus on reading and writing skills improvement. Understandably, the teachers already have a very full agenda with teaching their core subjects, actively participating in and advancing the various individual Academy goals, focusing on standards and accountability, collaborating with other teachers in the numerous professional learning communities including the Response to Intervention taskforce and the Project-Based-Learning planning groups.

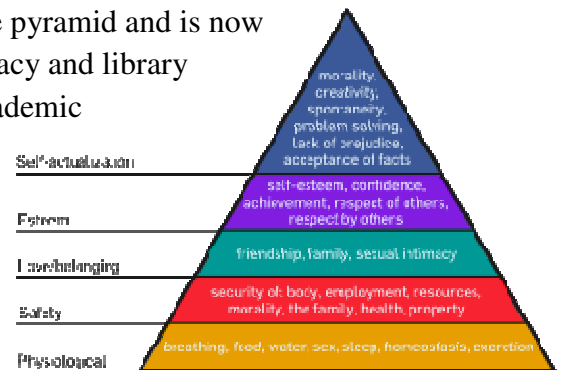
➤ **Who are other potential users of the library collection?**

The community surrounding Muir includes a very active, very supportive group of Muir alumni and community leaders. Many of them participate in support groups on campus. Occasionally they visit the library to use old yearbooks and share stories of how it was "before." These people already have a vested interest in the school, the library and its collection. They should be considered as both a resource and as potential users. The current library holdings that

have little relevance to the students still have historical and personal value to them. This audience would be important in addressing the difficult question of whether the library's collection should be updated for the students by removing or storing the historic materials or should student needs supported by adding to the current collection.

➤ Implications on selection & collection development

The potential audience of the library collection has changed drastically over the last several decades. The library's collection has not been affected by these changes and the library continues to be thought of as a place rather than a resource. Library use has dwindled to almost non-use. Limited budgets, limited staffing and the necessary focus on creating a safe and encouraging learning environment has caused the collection to become irrelevant. Correlating the needs of the JMHS community of library users to Maslow's Hierarchy of Needs, can provide a visual explanation. Library use addresses higher order needs and like all Maslow's higher order needs of self-actualization, they must be addressed after the basic physiological and safety needs have been met. The Reinvention has addressed those basic needs. On Maslow's scale, the school is actively concentrating on the first four tiers of the pyramid and is now focused on achievement and respect issues. Although literacy and library education has been proven through research to increase academic achievement, they have yet to be considered as an essential part of the solution to meet current achievement needs. As a result, the Muir library collection has been neglected and selection has been limited to purchasing sets of novels for whole class use. A Band-Aid approach to adding titles to meet the needs of struggling readers is also evident. Selection and collection development policies and practices need to be developed to meet library user needs of the current, and still changing, library community. Any policies that were created before lack relevance. The library collection and, more importantly, access to that collection should be the focal point of any collection development policy.



The Muir Reinvention is a strong model for creating a new positive academic culture. Using strategies learned during that process, a collaborative community should be gathered to focus on both needs assessment and policy making for collection development. In 1989, there was an active student club called the Mustang Readers that volunteered in the library and sought out funding for special library purchases. Reforming that group and expanding both its focus and its membership to include all the audience communities at Muir will encourage the students and the administration to view the library an additional learning community on campus. Using marketing concepts in a library context will bring them into the facility. "Value and satisfaction define how consumers [library users] choose between the products and services that might satisfy a given need...Contemporary thought defines value as subjective and suggests that value depends on its capacity to satisfy wants." (Johnson, 2004) By focusing on the *consumers*, students, parents, teachers, administrators, and other members of the library's audience

community, the Mustang Readers can do various needs assessments to determine what the actual needs are. Is what the library offers valuable to meet their subjective needs? They can support the librarian in creating a strong mission statement aligned with the school's ESLRs, a strong collection development policy and a marketing plan specific to the Frank R. Walkup Library and Reference Center at John Muir High School.

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